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ABSTRACT

A follow-up study was conducted of stopouts and alumni of William Rainey Harper College (WRHC) to assess the long-term impact of the college upon its students. The targeted population was composed of 989 career and transfer alumni (who had accumulated 48 hours or more in a career or baccalaureate-oriented program during 1974-75), and 189 stopout students (i.e., credit students who left WRHC during 1975-76 before accumulating 48 credit hours). Based on responses from 57.5% of the career alumni, 52.6% of the transfer alumni, and 52% of the stopouts, the study findings revealed: (1) 86% of the career alumni, 73% of the transfer alumni, and 18% of the stopouts eventually obtained an associate degree at WRHC; (2) 71% of the career alumni, 80% of the transfer alumni, and 78% of the stopouts were employed in 1981; (3) 87% of the transfer alumni and 46% of the other two groups had attended another college since leaving WRHC; (4) 58% of the career alumni, 37% of the transfer alumni, and 36% of the stopouts were employed in fields related to their WRHC major; (5) stopouts generally rated WRHC more highly than did alumni; and (6) the mean salaries for all three groups were comparable, averaging between $21,500 and $23,000 per year. Extensive data tables and the survey instrument are included in the study report. (Author/HB)

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WILLIAM RAINEY HARPER COLLEGE

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SIX-YEAR FOLLOW-UP STUDY OF 1975 ALUMNI AND STOPOUTS

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP 1975 STOPOUTS AND ALUMNI SIX TO SEVEN YEARS AFTER THEY HAD LEFT HARPER IN ORDER TO ASSESS THE LONG-TERM IMPACT HARPER MAKES ON ITS STUDENTS. ALUMNI WERE ALL STUDENTS WHO ACCUMULATED 48 OR MORE HOURS DURING THE 1974-1975 YEAR WHILE STOPOUTS WERE STUDENTS WHO LEFT HARPER IN 1975-1976 BEFORE ACCUMULATING 48 HOURS. A SURVEY INSTRUMENT WAS MAILED TO THESE FORMER STUDENTS IN AUGUST OF 1981 AND OVER THE NEXT YEAR AND A HALF A SECOND MAILING AND TELEPHONE CALLS WERE MADE TO THIS GROUP. AS A RESULT OF THIS EFFORT, A 54 PERCENT RETURN RATE WAS ACHIEVED.

RESULTS OF THIS SURVEY SHOWED THAT IN GENERAL STOPOUTS RATE HARPER AS HIGH OR HIGHER THAN DO THE ALUMNI BUT CARRY AWAY LESS BENEFIT FROM HARPER PROBABLY BECAUSE THEY WERE IN ATTENDANCE AT HARPER FOR A SHORTER PERIOD OF TIME. UNEMPLOYMENT RATES FOR ALL GROUPS OF FORMER STUDENTS REMAIN VERY LOW (1 TO 2½ PERCENT). SIX OR SEVEN YEARS AFTER LEAVING HARPER ALMOST 60 PERCENT OF THE CAREER ALUMNI REMAIN IN FIELDS CLOSELY RELATED TO THEIR MAJOR AT HARPER, WHILE THREE OUT OF EIGHT TRANSFER ALUMNI AND STOPOUTS REMAIN IN CLOSELY RELATED FIELDS. THESE FORMER STUDENTS EARN AN ANNUAL SALARY OF ABOUT $22,000 AND 50 TO 60 PERCENT WORK IN THE HARPER DISTRICT.

IN THE SIX OR SEVEN YEARS SINCE LEAVING HARPER, 87½ PERCENT OF THE TRANSFER ALUMNI AND 46 PERCENT OF THE OTHER TWO GROUPS HAVE ATTENDED ANOTHER COLLEGE. MOREOVER, 69 PERCENT OF THE TRANSFER ALUMNI HAVE ACHIEVED A BACHELOR'S DEGREE WHILE 24 PERCENT OF THE OTHER TWO GROUPS HAVE ACHIEVED A BACHELOR'S DEGREE. IN ADDITION, THOSE WHO HAVE ATTENDED ANOTHER COLLEGE HAVE ATTAINED A GPA OF 3.2 AND HAVE SUCCESSFULLY TRANSFERRED THE BULK OF THEIR HARPER COURSES.

MANAGERIAL SKILLS CONTINUE TO BE THE AREA WHERE ALL THREE FORMER STUDENT GROUPS SAY THEY RECEIVE THE LEAST HELP FROM HARPER. THIS IS DESPITE THE FACT THAT HALF OF THESE ALUMNI AND STOPOUTS PERMANENTLY SUPERVISE OTHER WORKERS. WHEN ASKED WHAT THE MOST HELPFUL EXPERIENCES WERE AT HARPER, THE OVERALL WINNER WAS CLASSROOM EXPERIENCES WHICH IS NOT SURPRISING.

HOWEVER, FOR CAREER ALUMNI, CLINICAL AND INTERNSHIP WORK EXPERIENCES ARE BY FAR THE MOST HELPFUL EXPERIENCE. MORE SURPRISINGLY, INTERACTION WITH OTHER PERSONS WAS THE SECOND MOST IMPORTANT HELPFUL EXPERIENCE FOR ALL GROUPS. FINALLY, A LARGE NUMBER OF FORMER STUDENTS INDICATED THEY WERE WILLING AND ABLE TO HELP HARPER IN A NUMBER OF WAYS.

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PURPOSE

The purpose of this study was to follow up 1975 stopouts (left with less than 48 hours) and alumni (48 hours or more) six to seven years after they had left Harper in order to provide a general assessment of the long-term impact Harper makes on its students. A secondary purpose was to provide answers to many general questions about what happens to former Harper students in the long run. A third goal was to identify resources that might be available from the alumni. This is one of a number of institution-wide studies done on a periodic basis. The last long-term follow-up study was conducted among the 1974 alumni in 1981. This is the first long-term study ever conducted among Harper stopouts.

POPULATION SURVEYED

The population targeted was composed of all alumni (students who accumulated 48 hours or more in a career or baccalaureate oriented field) during the 1974-1975 year and a seven percent sample of stopouts (degree credit students who left before accumulating 48 hours) during the 1975-1976 year. After the original mailing of the survey and appropriate follow-up procedures, the following survey rate was obtained from the target population.

	1975 Career Alumni		1975 Transfer Alumni		1975-1976 Stopouts		All Groups	
	N	PCT	N	PCT	N	PCT	N	PCT
Mail Responses	134	29.2	120	22.6	72	18.3	326	23.6
Telephone Responses	130	28.3	159	30.0	133	33.7	422	30.5
Total Responses	264	57.5	279	52.6	205	52.0	748	54.1
Non-Forwardables	120	26.1	130	24.5	111	28.2	361	26.1
Unable to Reach by Phone	61	13.3	97	18.3	69	17.5	227	16.4
Refused to Answer	11	2.4	22	4.2	9	2.3	42	3.0
Deceased	3	.7	2	.4	0	0	5	.4
Total Non-Responses	195	42.5	251	47.4	189	48.0	635	45.9
Total Target Population	459	100.0	530	100.0	394	100.0	1383	100.0

Thus a 54 percent response rate was obtained on the target population who had left Harper six to seven years previously. Under these circumstances, this is about as high a response rate as reasonably can be expected. Very few of the non-responses were refusals. Instead, almost all non-responses were due to inability to locate these students. If there is any bias in the data because of low response rate, it would probably be that a high proportion of the non-respondents live out of the area now.

METHODOLOGY

The survey instrument shown in the appendix was developed by the Office of Planning and Institutional Research and was mailed to the target population.

Some time later, a second survey instrument was mailed to all those not responding. Still later, those not responding were surveyed by telephone. Because this project was not of high priority, the survey process was extended over a period of a year and a half from August of 1981 (first mailing) to January of 1983 (final telephone calls). In addition to survey results, GPA data at Harper was gathered on all of the students in the target population. Results in this study were compared to past long-term follow-up studies of alumni and to the follow-up studies of these same students only one year after they left Harper.

DISCUSSION OF RESULTS

As in the past, Nursing students dominate the career alumni list. This is because almost all nursing (and other health program) students stay at Harper to get an Associate Degree. In fact, among the 1975-76 Career Alumni, 37 percent were majoring in health fields at Harper while only 17 percent of the career FTE were generated in health fields. Interestingly, after six or seven years 33 percent still remain in medical fields.

Among the transfer alumni, 30 percent were Liberal Arts majors while at Harper and another 18 percent were Business majors. At present, 50 percent are now employed in business related fields. Among the stopouts, 18 percent were Liberal Arts majors at Harper, 18 percent Business majors, 10 percent Accounting majors, 5 percent Data Processing majors, and 4 percent Legal Tech majors. Currently, 53 percent of these 1975-1976 stopouts are employed in business related fields.

Each of these groups had a different profile as to their Associate degree status at Harper. Some 86½ percent of the career alumni, 73½ percent of the transfer alumni and 18 percent of the stopouts eventually attained an Associate degree at Harper.

With regard to employment, 71 percent of the career alumni, 80 percent of the transfer alumni and 78 percent of the stopouts are now employed full time. Unemployment is very low for all groups (.8% for career alumni, 2.5% for transfer alumni and 1.5% for stopouts). Unemployment by choice (mostly homemaker status) ranges from 9.2 percent for stopouts to 9 percent for career alumni and 4.7 percent for transfer alumni. Over the years this percentage of unemployed by choice has been growing for the alumni. No past data is available for the stopouts. Some 58 percent of the career alumni have remained in a closely related field to their major at Harper while only 37 percent of the transfer alumni and 36 percent of the stopouts remain in fields closely related to their Harper major.

At present, about 15 to 20 percent of each of the three groups is enrolled in college with another 7 to 8 percent planning to return to college in the coming year. It is more important, however, to look at all the college work these students have achieved in the six or seven years since leaving Harper. Within this perspective we find 87½ percent of the baccalaureate oriented alumni have transferred to another college while 49 percent of the career alumni and 42 percent of the stopouts have also transferred within this time frame. Moreover, we find that 69 percent of the transfer alumni have achieved a bachelor's degree as compared to 24 percent of the career alumni and stopouts who have attained a bachelor's degree.

Alumni have higher level jobs (between experienced, professional, and beginning professional) than do stopouts (beginning professional). However, the salaries of all three groups are fairly close, averaging between $21,500 and $23,000. As one would expect, the transfer alumni tend to work further away from Harper (less than 50 percent work in the district) than do the other two groups. Stopouts tend to be employed the closest to Harper as 62 percent of them work in the district.

Not surprisingly, career alumni feel they are the best prepared for their jobs. After all, that is the purpose of career programs. All three groups of former students considered five growth areas -- specific job knowledge, technical job skills, communication skills, maturity and managerial skills. They rated these growth areas as to whether Harper helped them considerably, Harper helped them somewhat, or Harper did not help at all. Career alumni rated all the growth areas except managerial skills substantially above the Harper helped somewhat level. Managerial skills was rated right at the helped somewhat level. Among transfer alumni communication skills and maturity were the only growth areas rated substantially above the Harper helped somewhat level. However, it must be noted that specific job knowledge and skills are not so relevant for transfer alumni. For the stopouts (they were at Harper a shorter length of time) all growth areas were rated either right at the Harper helped somewhat level or lower. For all three groups, there was agreement that Harper provided the least help in developing managerial skills, despite the fact that half of these former students permanently supervise the work of other people.

Among the three groups of former students who did transfer in the six or seven years since leaving Harper (62 percent of this group had transferred) the largest group (23 percent) continues to transfer to Northern Illinois. Another five percent transfer to each of the following institutions: Western Illinois, University of Illinois Circle, University of Illinois Champaign, Southern Illinois, Northeastern Illinois, and Loyola. Still another 15 percent transfer to out-of-state institutions.

The baccaluareate-oriented alumni report that 95 percent of their credits transferred successfully while the stopouts reported an 87 percent success rate and the career alumni an 83 percent success rate. These alumni achieved a cumulative GPA of close to 3.2 at their new college, having averaged only 2.90 at Harper. They also reported the mean annual cost of their new college was between $2000 and $3000 per year.

All three groups were asked to evaluate the effectiveness of various aspects of the College when they attended Harper in the mid-70s. Interestingly, stopouts generally rate aspects at Harper higher than do the alumni. The aspects rated highest by all groups were the faculty, course selection and the LRC. All were rated very good. Intercollegiate athletics, placement and intramurals were rated worst (close to an average rating) but it should be noted they attended before Building M was opened. When asked to compare Harper with their new college, these former students rated Records/Registration, Food Service, and Admissions as better at Harper. Financial Aids, faculty, the LRC and course selection were rated about the same. Veterans benefits, learning atmosphere, other students, student activities, health service, placement, athletics, and intramurals were all rated better at their new college.

The alumni and stopouts were also asked to rate how beneficial the various courses were to them while at Harper. Overall, these two groups rated courses of equal benefit, but how the courses ranked varied between the two groups. Alumni rated Nursing and Management as the most beneficial courses while stopouts rated Accounting, Marketing, and Speech as their most beneficial courses. Analysis showed that the 1975 alumni group grated courses at Harper as having far less benefit than did previous Harper alumni (1969-1974). Five or six years earlier these same students were asked to evaluate the benefit of these same courses only one year after leaving Harper. In the intervening 5 to 6 years the benefit of the courses dropped for the alumni group but not for the stopouts. Course areas which gained in perceived benefit over the years were Secretarial Science, Speech, Psychology, Child Development, Data Processing, and Journalism.

When respondents were asked to identify courses they wish they had taken at Harper, the largest block of courses suggested were in the business area. The next largest block were nursing courses, especially public health. These students also wished they had had more clinical experience. A substantial number wished they had taken a course in career planning.

Clinical and internship work experiences were by far the most helpful experiences at Harper for career alumni. Considering all three former student groups, classroom experiences were mentioned most frequently as the most helpful experiences for them at Harper. This was followed by interaction with people, clinical and internship work experiences and helpfulness and quality of faculty. It is interesting to note that interaction with people (fellow students, faculty, staff, etc.,) was rated so high in a commuter institution were interaction opportunities are limited.

Finally, these former students listed ways in which Harper can continue to help them and ways in which they would be willing to help Harper. Responses indicated Harper could help them most by including them on mailing lists and providing access to some of Harper's facilities. They, in turn, indicated they would be willing to tell other students about their careers in one-to-one conversation, in class, or by hosting students in their businesses. Many are willing to lend their names to Harper promotions. Still others are willing to serve on advisory committees, participate in alumni giving programs, volunteer for helping the handicapped or provide internships or contacts for employment.

MAJOR CONCLUSIONS

In general, stopouts rate Harper as high or higher than do the alumni, but carry away less benefit from Harper probably because they were in attendance at Harper for a shorter period of time. Unemployment rates for all groups of former students remain very low (1 to 2½ percent). Six or seven years after leaving Harper almost 60 percent of the career alumni remain in fields closely related to their major at Harper while three out of eight transfer alumni and stopouts remain in closely related fields. These former students earn an annual salary of about $22,000 and 50 to 60 percent work in the Harper district.

In the six or seven years since leaving Harper, 87½ percent of the transfer alumni and 46 percent of the other two groups have attended another college. Moreover, 69 percent of the transfer alumni have achieved a bachelor's degree while 24 percent of the other two groups have achieved a bachelor's degree.

In addition, those who have attended another college have attained a GPA of 3.2 and have successfully transferred the bulk of their Harper courses.

Managerial skills continue to be the area where all three former student groups say they receive the least help from Harper. This is so despite the fact that half of these alumni and stopouts permanently supervise other workers. When asked what the most helpful experiences were at Harper, the overall winner was classroom experiences which is not surprising. However, for career alumni, clinical and internship work experiences are by far the most helpful experience. More surprisingly, interaction with other persons was the second most important helpful experience for all groups. Finally, a large number of former students indicated they were willing and able to help Harper in a number of ways.

SURVEY RESULTS OF LONG TERM FOLLOW-UP OF ALUMNI

Major Fields of Vocational Technical Alumni	1970 Class		1974 Class		1975 Class	
	N	PCT	N	PCT	N	PCT
Nursing	25	33.4	50	20.0	65½	24.8
Criminal Justice	2	2.7	17½	7.0	19½	7.4
Fashion Design	1	1.3	14	5.6	17	6.4
Dental Hygiene	14	18.7	21	8.4	16	6.1
Secretarial Science	3	4.0	20	8.0	14½	5.5
Journalism	1	1.3	7	2.8	14	5.3
Interior Design	0	0	13	5.2	11	4.2
Electronics	3	4.0	9	3.6	10½	4.0
Architectural Technology	3	4.0	12	4.8	8½	3.2
Refrigeration and Air Conditioning	0	0	3	1.2	8½	3.2
Child Care	0	0	16	6.4	8	3.0
Data Processing	13	17.3	9½	3.8	8	3.0
Medical Office Assistant	0	0	4	1.6	7	2.6
Medical Laboratory Technician	0	0	5	2.0	6	2.3
Legal Secretary	0	0	10	4.0	5½	2.1
Food Service Management	1	1.3	5	2.0	5½	2.1
Education	0	0	2½	1.0	5	1.9
Supervisory and Administrative Management	0	0	3	1.2	5	1.9
Accounting Aide	2	2.7	5	2.0	4	1.5
Business	0	0	3½	1.4	4	1.5
Legal Technology	0	0	1	.4	3½	1.3
Mechanical Engineering Technology	3	4.0	6½	2.6	3½	1.3
Marketing Mid-Management	4	5.3	2	.8	3	1.1
Humanities and Liberal Arts	0	0	2½	1.0	3	1.1
Operating Room Technician	0	0	1	.4	2	.8
Architecture	0	0	1	.4	1½	.6
Fire Science	0	0	3½	1.4	1	.4
Dietetic Technician	0	0	0	0	1	.4
Material Management	0	0	0	0	1	.4
Science	0	0	0	0	1	.4
Social Sciences	0	0	1½	.6	½	.2
Engineering	0	0	1	.4	0	0
TOTAL	75	100.0	250	100.0	264	100.0

Major Fields of Transfer Alumni	1970 Class		1974 Class		1975 Class	
	N	PCT	N	PCT	N	PCT
Humanities and Liberal Arts	34½	21.3	116	35.3	81½	29.4
Business	37	22.9	59½	18.1	50½	18.2
Biological Science	8	4.9	17	5.2	24	8.7
Art	7½	4.6	11	3.4	18	6.5
Engineering	6½	4.0	9	2.7	16½	6.0
Education	13½	8.3	19	5.8	14½	5.2
Physical Sciences	3	1.9	4	1.2	11½	4.1
Accounting	-	-	12	3.7	11	4.0
Music	1	.6	6	1.8	6½	2.3
Psychology	5½	3.4	9	2.7	5½	2.0
Other Social Sciences	13	8.0	7½	2.3	4½	1.6
Architecture	7½	4.6	6½	2.0	4	1.4
Communications	4	2.5	4	1.2	3½	1.3
Mathematics	9	5.6	9	2.7	3	1.1
Architectural Technology	0	0	3	.9	2½	.9
Material Management	0	0	1	.3	2½	.9
Physical Education	4	2.5	10	3.0	2	.7
Pre-Medical	0	0	6	1.8	2	.7
Pre-Law	0	0	2	.6	2	.7
Supervisory and Administrative Management	0	0	2	.6	2	.7
Refrigeration and Air Conditioning	0	0	0	0	2	.7
Real Estate	0	0	0	0	1½	.5
Electronics	0	0	1	.3	1	.4
Nursing	0	0	1	.3	1	.4
Secretarial Science	0	0	0	0	1	.4
Parks and Grounds Management	0	0	0	0	1	.4
Medical Lab Technician	0	0	0	0	1	.4
Legal Technology	0	0	0	0	1	.4
Criminal Justice	0	0	2	.6	0	0
Marketing Mid-Management	0	0	2	.6	0	0
Clerical	0	0	1	.3	0	0
Journalism	0	0	1	.3	0	0
Legal Secretary	0	0	1	.3	0	0
Medical Office Assistant	0	0	1	.3	0	0
Data Processing	0	0	5½	1.7	0	0
No Major	8	4.9	0	0	0	0
TOTAL	162	100.0	329	100.0	277	100.0

MAJOR FIELDS OF 1975-1976 STOP-OUTS

	N	PCT
Humanities and Liberal Arts	36	17.8
Business	35	17.3
Accounting	19	9.4
Data Processing	10	4.9
Legal Technology	9	4.4
Nursing	6	3.0
Biological Science	6	2.9
Art	5	2.5
Education	5	2.5
Physical Sciences	5	2.5
Secretarial Science	4-1/3	2.1
Electronics	4	2.0
Engineering	4	2.0
Interior Design	4	2.0
Material Management	4	2.0
Real Estates	4	2.0
Psychology	3-1/3	1.6
Architectural Technology	3	1.5
Child Care	3	1.5
Fire Science	3	1.5
Food Service Management	3	1.5
Math	3	1.5
Operating Room Technician	3	1.5
Supervisory and Administrative Management	3	1.5
Criminal Justice	2-1/3	1.1
Fashion Design	2	1.0
Continuing Education	2	1.0
Marketing Mid-Management	2	1.0
Music	2	1.0
Communications	1	.5
Journalism	1	.5
Medical Office Assistant	1	.5
Municipal and Government Management	1	.5
Physical Education	1	.5
Pre-Medical	1	.5
Searching for a Career	1	.5
TOTAL	202	100.0

Current Status	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Vocational Technical Alumni 1975 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT	Transfer Alumni 1975 PCT	Stop Outs 1975-76 PCT
Employed full time, not enrolled in college	60.0	64.4	60.6	65.5	73.4	67.4	66.8
Employed full time and enrolled part time	10.7	9.2	9.5	13.0	11.2	11.5	10.7
Employed full time and enrolled full time	0	.4	1.1	1.2	.3	.7	.5
Enrolled in college full time and employed part time	5.3	1.2	.4	4.9	1.2	2.9	2.9
Enrolled in college full time, but not employed	0	1.6	1.5	4.9	3.3	2.1	1.0
Employed part time, enrolled part time	1.3	2.4	1.9	1.2	.6	1.4	.5
Employed part time, but not enrolled in college	13.4	9.2	14.4	2.5	2.7	5.0	5.4
Enrolled part time, but not employed	2.7	.8	.8	.6	.6	1.1	1.0
Armed Services	0	0	0	0	.3	.7	.5
Unemployed, but seeking employment	1.3	2.4	.8	2.5	3.0	2.5	1.5
Homemaker not employed nor enrolled	5.3	7.2	8.3	3.7	3.1	2.9	7.3
Not employed nor enrolled for other reasons	0	1.2	.7	0	.3	1.8	1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	75	250	264	162	330	279	205
Percent remaining in identical or closely related fields either in college or on job.	65.9	63.7	58.2	37.1	35.9	37.4	35.7

Educational Goals	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Vocational Technical Alumni 1975 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT	Transfer Alumni 1975 PCT	Stop Outs 1975-76 PCT
Presently enrolled full time in college	5.3	3.2	3.0	9.9	4.9	5.7	4.4
Presently enrolled part time in college	13.3	12.4	12.1	14.8	12.4	14.0	12.2
Plan to return to college next year	10.7	10.4	8.0	16.7	15.1	8.2	6.8
Plan to return to college some day	22.7	28.0	21.2	14.8	28.2	17.6	25.4
Presently enrolled in specific training program	2.7	1.2	1.1	.6	.3	2.2	.5
No plans to continue education	34.6	20.8	27.3	29.6	22.4	25.1	20.0
Educational Plans unknown	10.7	24.0	27.3	13.6	16.7	27.2	30.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	75	250	264	162	330	279	264

Change in Status Since Leaving Harper	Vocational Technical Alumni 1975 Those Who Have Changed N	PCT	Vocational Technical Alumni 1974 Those Who Have Changed N	PCT	Transfer Alumni 1975 Those Who Have Changed N	PCT	Transfer Alumni 1974 Those Who Have Changed N	PCT	Stopouts 1975-1976 Those Who Have Changed N	PCT
Unemployment status	17	81.0	33	71.7	23	88.5	53	69.7	8	72.7
Employment firm or organization	86	69.9	166	70.3	84	81.6	112	57.7	40	65.6
College or university enrolled in	42	79.2	85	81.0	69	76.7	142	52.8	23	62.2
Employment field	37	33.3	78	60.9	51	52.6	140	48.8	26	54.2
Major field in college	28	50.0	45	42.5	40	46.5	87	33.2	10	31.3
Military status	1	9.1	-	-	2	14.3	-	-	1	16.7

Degree to Which Alumni Continued Their Education After Leaving Harper

Status of Continued Education	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Vocational Technical Alumni 1975 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT	Transfer Alumni 1975 PCT	Stopouts 1975-1976 PCT
Have taken no college courses since Harper	48.0	48.0	50.9	14.9	14.2	12.5	58.1
Some college, but less than a bachelor's degree	36.0	28.6	25.1	23.6	17.9	18.3	18.2
Have achieved a bachelor's degree	9.4	16.1	20.2	39.1	44.2	48.8	14.8
Have achieved a bachelor's degree plus some graduate credit	5.3	6.1	2.3	17.4	17.3	10.4	4.9
Have achieved a master's degree	1.3	.8	1.1	3.7	5.5	8.6	3.0
Have achieved a professional degree	0	.4	.4	1.3	.6	1.4	1.0
Have achieved the doctorate	0	0	0	0	.3	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	75	248	263	161	330	279	203
PCT taking some college since leaving Harper	52.0	52.0	49.1	85.1	85.8	87.5	41.9
PCT achieving at least a bachelor's degree	16.0	23.4	24.0	61.5	67.9	69.2	23.7

Graduation from Harper Status	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Vocational Technical Alumni 1975 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT	Transfer Alumni 1975 PCT	Stopouts 1975-1976 PCT
Attained AA degree	14.7	12.2	11.2	40.1	45.0	40.2	8.9
Attained AS degree	22.7	33.3	40.0	16.7	19.7	30.2	5.4
Attained AAS degree	34.6	41.5	34.2	5.6	4.0	3.0	3.4
Attained certificate	12.0	3.2	5.8	0	1.8	1.4	6.9
Attained no degree nor certificate	16.0	9.8	8.8	37.6	29.5	25.2	75.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	75	246	263	162	329	278	203

Classification of Present Employment	Vocational Technical Alumni 1970 PCT	1974 PCT	1975 PCT	Transfer Alumni 1970 PCT	1974 PCT	1975 PCT	Stopouts 1975-1976 PCT
Medical Fields	50.5	28.2	33.0	1.4	3.1	5.4	8.5
Business or Finance	13.7	14.8	19.0	20.7	36.8	34.2	25.0
Engineering or Related Technology	11.2	14.1	9.1	7.2	9.8	8.7	9.1
Sales	3.7	9.4	6.7	11.0	12.0	11.0	10.4
Legal, Governmental or Political	1.6	8.5	9.1	4.2	7.5	6.6	4.5
Office or Clerical	4.8	7.0	6.0	8.2	5.1	4.8	13.4
Arts or Humanities	3.2	6.3	2.8	4.2	1.4	7.2	2.3
Educational	2.4	5.6	4.7	19.7	10.8	9.0	7.2
Social or Religious	.8	3.8	.6	2.1	1.7	2.4	0
Trades	6.5	1.4	4.7	15.2	7.1	3.2	8.5
Scientific	0	.9	0	0	3.4	2.7	1.4
Factory semi-skilled	1.6	0	0	6.1	1.3	.8	5.1
Transportation	0	0	C	0	0	2.4	2.3
Communications	0	0	1.7	0	0	.4	0
Leisure/Recreation/Tourism	0	0	2.6	0	0	1.2	1.7
Agriculture	0	0	0	0	0	0	.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	66	213	250	151	295	250	176

Level of Employment	Level Index	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Vocational Technical Alumni 1975 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT	Transfer Alumni 1975 PCT	Stopouts 1975-1976 PCT
Unskilled Labor	1	1.5	.5	1.3	8.0	1.0	.4	2.3
Semi-skilled Labor	2	4.6	3.7	6.1	16.0	6.8	5.2	8.1
Technician, Skilled Labor, Foreman	3	9.1	9.2	11.7	7.3	11.5	11.1	10.5
Beginning Professional	4	27.3	38.2	29.8	37.3	38.7	29.2	44.2
Experienced Professional or Second Line Supervision	5	56.0	45.6	48.9	26.0	40.0	48.0	31.1
Creative Scientist, Researcher or Upper Middle Management	6	1.5	1.9	.9	4.7	1.7	5.3	3.2
Vice President or Higher	7	0	.9	1.3	.7	.3	.8	.6
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		66	217	231	150	295	248	172
Average Level Index		4.36	4.34	4.27	3.74	4.16	4.38	4.06

Relatedness of Job to Major Field at Harper	Relatedness Index							
They are Identical	3	54.5	47.0	47.8	11.5	17.8	15.0	17.0
They are Closely Related	2	16.7	25.3	17.1	23.0	18.8	21.8	19.9
They are Somewhat Related	1	10.6	12.0	11.0	28.1	26.1	30.8	24.5
They are not Related	0	18.2	15.7	24.1	37.4	37.3	32.4	38.6
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		66	217	228	139	295	247	176
Average Relatedness Index		2.08	2.04	1.89	1.09	1.17	1.19	1.15

Geographic Location of Employment	Distance Index	Vocational Technical Alumni 1970 PCT	1974 PCT	1975 PCT	Transfer Alumni 1970 PCT	1974 PCT	1975 PCT	Stop Outs 1975-76 PCT
Downtown Chicago	2	10.6	6.9	9.1	8.5	8.2	12.0	9.7
Outer fringes of Chicago	1	9.1	2.8	6.0	5.8	5.9	3.8	6.2
Northwest Suburbs	0	37.9	60.8	55.8	47.3	56.1	47.8	62.2
Other Suburbs	1	25.8	14.8	14.9	19.2	13.4	15.6	11.4
Within 40-100 miles of Chicago	3	3.0	4.6	6.0	6.9	4.4	6.6	2.0
In Illinois more than 100 miles from Chicago	4	0	.9	.7	3.1	2.7	2.6	1.7
Outside Illinois	5	13.6	9.2	7.5	9.2	9.3	11.6	6.8
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		66	217	232	130	295	250	176
Average Distance Index		1.33	.95	.97	1.21	1.06	1.32	.84

Out of State Locations	N	N	N	N	N	N	N
Indiana	0	0	0	0	0	1	0
Wisconsin	2	4	0	1	2	2	1
Michigan	1	4	2	1	1	1	0
Arizona	1	2	0	0	1½	1	1
New York	0	2	1	1	0	0	1
Iowa	0	2	0	0	0	0	0
California	1	1	2	0	6	4	1
Texas	0	1	1	0	4	2	0
Colorado	0	1	2	1	1	2	4
Massachusetts	1	1	1	0	0	2	0
Nevada	0	1	0	0	0	1	0
Germany	0	1	0	0	0	0	0
Minnesota	0	0	1	0	3	1	0
New Jersey	0	0	0	0	2	0	0
Nebraska	0	0	0	0	1	0	0
Florida	0	0	1	0	1	3	0
Missouri	0	0	0	0	1	1	0
Ohio	0	0	1	0	1	0	0
Canada	0	0	0	0	1	1	0
Okinawa	0	0	0	0	1	0	0
Travel All Over	0	0	1.5	0	1	1	0
Pennsylvania	1	0	0	0	0	0	0
Georgia	1	0	1	1	0	1	1
West Virginia	1	0	0	0	0	0	0
Alabama	1	0	0	0	0	0	1
South Carolina	0	0	0	1	0	0	0
Tennessee	0	0	0	0	0	0	1
Montana	0	0	0	0	0	0	1
Washington (State of)	0	0	0	0	0	1	0
Oklahoma	0	0	0	0	0	1	0
North Carolina	0	0	1	0	0	1	0
Virgin Islands	0	0	0	0	0	1	0
Washington, D.C.	0	0	1	0	0	0	0
Connecticut	0	0	1	0	0	0	0
Virginia	0	0	0	0	0	1	0
Total	10	20	17.5	6	27½	29	12

Salaries of Employed Alumni	Vocational Technical Alumni 1970 PCT	1974 PCT	1975 PCT	Transfer Alumni 1970 PCT	1974 PCT	1975 PCT	Stop Outs 1975-1976 PCT
Under $3,328 yearly	0	0	0	0	0	0	0
$3,328 - $4,159 yearly	0	0	0	0	0	.5	0
$4,160 - $4,999 yearly	0	0	0	.9	0	0	0
$5,000 - $6,999 yearly	2.0	0	0	6.3	.4	.5	0
$7,000 - $8,999 yearly	12.0	4.0	1.1	14.4	3.5	.5	2.0
$9,000 - $9,999 yearly	6.0	1.2	2.2	17.1	2.7	.5	1.3
$10,000-$11,999 yearly	34.0	12.1	2.2	24.4	10.5	2.4	3.4
$12,000-$14,999 yearly	32.0	21.8	11.1	22.5	22.9	9.6	12.8
$15,000-$19,999 yearly	12.0	31.0	36.1	6.3	29.8	28.2	29.5
$20,000-$24,999 yearly	2.0	21.8	21.7	5.4	15.1	25.8	18.8
$25,000-$29,999 yearly	0	6.9	12.8	1.3	9.3	15.3	20.8
$30,000-$34,999 yearly	0	.6	6.1	1.4	2.7	7.6	5.4
$35,000-$40,000 yearly	0	0	5.0	0	1.5	6.2	2.0
$40,000-$49,999 yearly	0	.6	1.7	0	1.6	1.9	2.7
$50,000-$59,999 yearly	0	0	0	0	0	1.0	0
$60,000-$69,999 yearly	0	0	0	0	0	0	.6
Over $70,000 yearly	0	0	0	0	0	0	.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	50	174	180	111	258	209	149
Median Salary	$11,824	$16,759	$19,654	$10,963	$16,688	$21,574	$20,357
Mean Salary	$12,260	$17,394	$21,364	$12,032	$18,141	$22,858	$22,144

Degree to which Harper prepared Alumni for their jobs

Area of Preparation	Vocational Technical Alumni 1975 No. of Responses	Vocational Technical Alumni 1975 Aver. Index*	Vocational Technical Alumni 1974 No. of Responses	Vocational Technical Alumni 1974 Aver. Index*	Transfer Alumni 1975 No. of Responses	Transfer Alumni 1975 Aver. Index*	Transfer Alumni 1974 No. of Responses	Transfer Alumni 1974 Aver. Index*	Stopouts 1975-1976 No. of Responses	Stopouts 1975-1976 Aver. Index*
Specific job knowledge	228	1.39	127	1.43	242	.89	112	.72	168	.95
Technical job skills	218	1.34	116	1.31	232	.79	103	.50	162	.86
Communication Skills	200	1.34	123	1.25	240	1.15	112	1.35	168	1.01
Maturity	215	1.45	115	1.04	234	1.38	112	1.19	163	.93
Managerial Skills	192	.99	114	.79	233	.76	105	.76	163	.77

* Index 2 = Harper helped considerably
Index 1 = Harper helped somewhat
Index 0 = Harper did not help at all

Extent to which Alumni supervise the work of other people

Number Supervised	Vocational Technical Alumni 1974 PCT	Vocational Technical Alumni 1975 PCT	Transfer Alumni 1974 PCT	Transfer Alumni 1975 PCT	Stopouts 1975-1976 PCT
Over 20 people	7.4	12.3	9.8	12.3	9.7
11-20 people	4.2	4.4	8.5	4.9	6.2
5-10 people	13.9	10.5	12.9	14.8	12.5
1-4 people	16.2	19.3	21.4	22.5	22.2
Occasionally Supervise	31.0	21.9	22.7	20.1	17.6
Never Supervise	27.3	31.6	24.7	25.4	31.8
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	216	228	295	244	176
Average number supervised	4.1	5.1	5.4	5.6	5.0

College or University of Present or Past Enrollment Since Leaving Harper	Total	Stop Outs 1975-76	Vocational Technical Alumni			Transfer Alumni		
			1970	1974	1975	1970	1974	1975
		N	N	N	N	N	N	N
Northern Illinois	102	13	1	2	20	2	4	60
Western Illinois	25.5	5	0	0	4	2	0	14.5
Univ. of Illinois - Circle	25	5	0	1	4	3	2	10
Univ. of Illinois - Champaign	24.5	1	0	0	3	1	1	18.5
Southern Illinois	24	2	0	1	6	0	1	14
Roosevelt	23	4	0	1	9	0	2	7
Northeastern Illinois	22	1	0	1	6	1	3	10
Loyola	19.5	2	1	0	5	1	3	7.5
Elmhurst	13	1	0	1	4	0	2	5
DePaul	12.5	4	0	3	0	1	1	3.5
Eastern Illinois	9.5	1	0	0	1	0	0	7.5
Illinois State	8	1	0	0	0	0	1	6
Northwestern	7	0	1	0	2	0	1	3
Barat - Lake Forest	7	1	0	0	5	0	0	1
Oakton	5	2	0	0	3	0	0	0
Nat'l College of Education	4	0	0	1	1	0	0	2
Ill. Institute of Technology	3	0	0	1	0	0	1	1
Arizona State	3	1	0	0	0	1	1	0
Univ. of Ill. Medical Center	3	2	0	0	0	0	0	1
Coll. of St. Francis, Joliet	3	0	0	0	3	0	0	0
Trinity	3	0	0	0	1	0	0	2
University of Wisconsin	3	0	0	0	0	0	0	3
Marquette	2	1	0	0	1	0	0	0
Calif. State, Fullerton	2	1	0	0	1	0	0	0
University of Iowa	2	2	0	0	0	0	0	0
University of Chicago	2	0	0	0	0	0	2	0
George Williams	2	0	0	1	0	0	1	0
University of Michigan	2	0	0	1	1	0	0	0
Tulsa	2	0	0	1	0	0	0	1
John Marshall	2	0	0	0	0	1	0	1
Texas A and M	2	0	0	0	0	1	0	1
North Park	2	1	0	0	0	0	0	1
Lewis University	2	1	0	0	1	0	0	0
Elgin Community College	2	1	0	0	1	0	0	0
Delourdes College, Des Plaines	2	0	0	0	1	0	0	1
South Florida	2	0	0	0	1	0	0	1
Missouri	2	0	0	0	1	0	0	1
Auburn	2	0	0	0	0	0	0	2
Rosary	1.5	0	0	0	0	0	0	1.5
Winona State, Minnesota	1	1	0	0	0	0	0	0
DeVry	1	1	0	0	0	0	0	0
University of Tennessee	1	1	0	0	0	0	0	0
Job Training	1	1	0	0	0	0	0	0
College of Lake County	1	1	0	0	0	0	0	0
University of Houston	1	0	0	0	0	0	1	0
Creighton	1	0	0	0	0	0	1	0
Wm. Mitchell Coll. of Law, Minn.	1	0	0	0	0	0	1	0
Sangamon State	1	0	0	0	0	0	1	0
Dallas Theological Seminary	1	0	0	0	0	0	1	0
American Insurance	1	0	0	0	0	0	1	0
Univ. of Wisconsin - LaCrosse	1	0	0	0	0	0	1	0
Aurora College	1	0	0	1	0	0	0	0
Highland Community College	1	0	0	1	0	0	0	0
University of Kentucky	1	0	0	1	0	0	0	0
Metro State - Denver	1	0	1	0	0	0	0	0
University of New Orleans	1	0	0	0	0	1	0	0
Coll. of Pediatric Medicine	1	0	0	0	0	1	0	0
Montana State	1	0	0	0	0	1	0	0
Carl Sandburg	1	1	0	0	0	0	0	0
Kishwaukee	1	1	0	0	0	0	0	0
Kendall	1	1	0	0	0	0	0	0
Triton	1	1	0	0	0	0	0	0
Governors State	1	1	0	0	0	0	0	0
St. Mary's of the Woods	1	1	0	0	0	0	0	0
Univ. of Wisc. - Whitewater	1	1	0	0	0	0	0	0
Hillsdale - Michigan	1	1	0	0	0	0	0	0
Colorado State	1	1	0	0	0	0	0	0
McHenry	1	0	0	0	1	0	0	0
The Actors Institute	1	0	0	0	1	0	0	0
Jones Real Estate College	1	0	0	0	1	0	0	0
Pittsburgh	1	0	0	0	1	0	0	0

(continued)

College or University of Present or Past Enrollment Since Leaving Harper	Total	Stop Outs 1975-76	Vocational Technical Alumni			Transfer Alumni		
			1970	1974	1975	1970	1974	1975
		N	N	N	N	N	N	N
Valparaiso	1	0	0	0	1	0	0	0
Keller Graduate School	1	0	0	0	1	0	0	0
Brooklyn College	1	0	0	0	1	0	0	0
Morton	1	0	0	0	1	0	0	0
Carthage	1	0	0	0	1	0	0	0
Univ. of Minnesota	1	0	0	0	0	0	0	1
Chicago Kent Law School	1	0	0	0	0	0	0	1
Orange Coast - California	1	0	0	0	0	0	0	1
Michigan State	1	0	0	0	0	0	0	1
Columbia (Chicago)	1	0	0	0	0	0	0	1
Western State - Colorado	1	0	0	0	0	0	0	1
Northern Colorado	1	0	0	0	0	0	0	1
Iowa State	1	0	0	0	0	0	0	1
Bradley	1	0	0	0	0	0	0	1
Indiana	1	0	0	0	0	0	0	1
Michigan Tech.	1	0	0	0	0	0	0	1
Southwest Missouri	1	0	0	0	0	0	0	1
Medical College of Ohio	1	0	0	0	0	0	0	1
Art Institute	1	0	0	0	0	0	0	1
Ferris State - Michigan	1	0	0	0	0	0	0	1
Western Michigan	1	0	0	0	0	0	0	1
Wartberg - Iowa	1	0	0	0	0	0	0	1
Wisconsin Conservatory of Music	1	0	0	0	0	0	0	1
American Academy of Art	1	0	0	0	0	0	0	1
Arizona	1	0	0	0	0	0	0	1
Idaho	1	0	0	0	0	0	0	1
Willamette - Oregon	1	0	0	0	0	0	0	1
Rush Medical	1	0	0	0	0	0	0	1
Tarrant County	1	0	0	0	1	0	0	0
Univ. of Wisconsin - Stout	1	0	0	0	1	0	0	0
TOTAL	445	67	4	18	96	17	33	210

Present College Class Standing	Stop Outs 1975-76 PCT	Vocational Technical Alumni 1970 PCT	1974 PCT	1975 PCT	Transfer Alumni 1970 PCT	1974 PCT	1975 PCT
Freshman	2.9	-	5.6	4.0	-	2.8	1.0
Sophomore	21.4	-	5.5	5.9	-	0	3.9
Junior	34.3	-	16.7	28.7	-	16.7	24.4
Senior	15.7	-	33.3	37.6	-	11.1	37.6
Graduate School	8.6	-	38.9	4.9	-	58.3	18.5
Professional School	4.3	-	0	4.0	-	5.6	2.4
Unclassified	2.8	-	0	2.0	-	5.5	2.0
Graduated	10.0	-	-	12.9	-	-	10.2
Total	100.0		100.0	100.0		100.0	100.0
Number of Responses	70		18	101		36	205

Relatedness of Present Major to Major while at Harper	Relatedness Index						
Identical	3	31.6	50.0	0	31.1	29.4	20.0	26.3
Closely Related	2	22.8	0	38.9	20.8	23.5	25.7	28.1
Somewhat Related	1	29.1	50.0	27.8	23.6	29.4	34.3	25.6
Not Related	0	16.5	0	33.3	24.5	17.7	20.0	20.0
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		79	4	18	106	17	35	215
Average Index		1.70	2.00	1.06	1.58	1.65	1.46	1.61

Major Field at Present College	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Vocational Technical Alumni 1975 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT	Transfer Alumni 1975 PCT	Stop Outs 1975-1976 PCT
Business	0	36.1	29.4	23.5	31.9	29.6	45.1
Social Science	0	2.8	12.2	5.9	19.4	13.4	3.6
Biological & Health Science	50.0	5.7	17.8	35.3	18.0	9.4	13.4
Education	0	16.7	10.8	11.7	8.3	10.1	9.8
Humanities, Music, Art	0	0	6.5	11.8	5.6	10.7	3.7
English, Literature, Speech	0	8.3	2.3	0	5.6	4.9	3.7
Engineering	25.0	5.7	5.6	0	2.8	6.4	4.9
Mathematics or Physical Sci.	0	8.3	0	5.9	2.8	7.0	3.7
Law	25.0	5.6	.9	5.9	2.8	.9	1.2
No Major	0	0	.9	0	2.8	0	2.4
Architecture	0	5.6	1.9	0	0	1.8	2.4
Home Economics	0	5.6	4.2	0	0	2.1	6.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	4	18	107	17	36	218	82
Extent to Which Credits Earned at Harper Transferred to the New College							
0 - 20 percent	0	5.6	3.0	0	0	0	5.7
20 - 40 percent	0	5.5	7.1	0	0	1.0	2.9
40 - 60 percent	25.0	16.7	5.1	6.3	0	1.4	4.3
60 - 80 percent	25.0	16.7	8.1	6.2	5.7	3.3	7.1
80 - 90 percent	0	11.1	15.1	25.0	5.7	6.2	2.8
All but 2 or 3 courses	25.0	11.1	12.1	18.7	8.6	12.9	4.3
All but one course	0	22.2	7.1	6.3	17.1	11.9	8.6
100 percent	25.0	11.1	42.4	37.5	62.9	63.3	64.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	4	18	99	16	35	210	70
Mean percent of credits transferred	76.9	73.6	83.2	88.6	95.5	94.5	87.2

GRADE PERFORMANCE OF HARPER ALUMNI ENROLLED IN COLLEGE FIVE YEARS LATER

Grade Performance at New College	Vocational Technical Alumni			Transfer Alumni			Stop-Outs
	1970 Class	1974 Class	1975 Class	1970 Class	1974 Class	1975 Class	1975-1976 Class
Percent earned 3.0 GPA or higher	50.0	82.4	76.6	58.8	71.4	72.0	66.2
Percent earned below a 2.0 GPA	0	0	2.1	0	0	.5	0
Mean cumulative GPA	3.00	3.21	3.23	3.00	3.23	3.17	3.12
Number of Respondents	4	17	94	17	35	200	77
Grade Performance of Above Students while at Harper							
Percent earned 3.0 GPA or higher	0	44.4	48.9	23.5	55.6	43.8	44.7
Percent earned below a 2.0 GPA	50.0	0	1.1	5.9	5.6	.5	7.9
Mean cumulative GPA	1.95	2.86	2.97	2.45	2.98	2.89	2.93
Number of respondents	4	18	94	17	36	201	76
Cost of Present College							
PCT for whom it cost less than:							
$500 per year	0	33.3	17.5	18.2	44.4	5.7	26.5
$ 500 - $1,000 per year	25.0	40.0	17.5	0	11.1	12.4	14.7
$1,000 - $1,500 per year	0	0	0	0	0	0	0
$1,500 - $2,000 per year	0	0	16.5	9.1	5.6	17.5	11.8
$2,000 - $2,500 per year	25.0	0	11.3	9.1	5.5	16.5	14.7
$2,500 - $3,000 per year	50.0	6.7	12.4	0	5.6	17.5	8.8
$3,000 - $4,000 per year			7.2			12.4	4.4
$4,000 - $5,000 per year			10.3			7.7	10.3
$5,000 - $6,000 per year			2.1			4.1	4.4
$6,000 - $7,000 per year			2.1			3.1	2.9
$7,000 - $8,000 per year			1.0			0	0
PCT for which it cost more than $3,000 per year	0	20.0	--	63.6	27.8	--	--
$8,000 per year	--	--	2.1	--	--	3.1	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	4	15	97	11	18	194	68
Mean cost per year	$2,125	$1,283	$2,285	$2,645	$1,564	$2,741	$2,146

Evaluation of Various Aspects of Harper College by Alumni

Area of Evaluation	1975-1976 Stopouts	All 1969 Alumni After 5 Years	All 1970 Alumni After 5 Years	Vo-Tech Alumni After 5 Years		Transfer Alumni After 5 Years	
	Average Rating*	Average Rating*	Average Rating*	1974 Aver. Rating*	1975 Aver. Rating*	1974 Aver. Rating*	1975 Aver. Rating*
Teaching Faculty	2.15	2.06	2.10	2.06	1.93	2.02	2.02
Course Selection	2.10	2.77	2.45	2.12	1.96	2.22	2.15
Learning Resource Center	2.03	2.81	2.26	2.06	1.91	2.11	2.21
Admissions Program	2.06	2.35	2.48	2.45	2.22	2.28	2.25
Learning Atmosphere	2.16	2.73	2.43	2.18	2.18	2.35	2.32
Records and Registration	2.12	2.44	2.35	2.38	2.24	2.35	2.32
Other Students	2.10	2.55	2.40	2.49	2.33	2.66	2.42
Veterans Benefits	2.25	--	--	2.20	1.79	2.26	2.43
Student Activities	2.33	2.98	2.62	2.40	2.48	2.51	2.49
Financial Aids	2.64	2.54	2.44	2.64	2.66	2.66	2.58
Food Service	2.47	3.17	2.73	2.55	2.42	2.64	2.65
Health Service	2.69	2.96	2.70	2.62	2.51	2.67	2.94
Intercollegiate Athletics	2.38	3.05	3.08	2.82	3.00	3.09	3.09
Placement	2.57	2.81	2.85	2.80	2.88	2.83	3.26
Intramurals	2.69	2.80	2.96	3.07	3.11	3.08	3.34

* Average rating: 1= Excellent
2= Very Good
3= Average
4= Borderline Effectiveness
5= Poor or Ineffective

Comparison of Harper College with New College to which Alumni Transferred

Areas of Comparison	1975-1976 Stopouts Difference In Average Ratings*	All 1969 Alumni Difference In Average Ratings*	All 1970 Alumni Difference In Average Ratings*	All 1974 Alumni Difference In Average Ratings*	All 1975 Alumni Difference in Average Ratings*
Records and Registration	+.23	+.49	+.36	+.29	+.31
Food Service	+.34	-.07	+.60	+.84	+.26
Admissions Program	+.09	+.52	-.16	-.08	+.22
Financial Aids	-.25	+.21	-.14	-.06	+.06
Teaching Faculty	-.23	-.09	-.29	.-06	+.02
Veterans Benefits	-.68	--	--	+.15	+.03
Course Selection	-.24	-.39	-.34	-.07	-.04
Learning Resource Center	+.15	-.59	+.10	+.04	-.09
Learning Atmosphere	-.16	-.06	-.12	-.09	-.18
Other Students	-.10	+.13	-.28	-.31	-.25
Student Activities	-.29	-.38	-.03	-.24	-.26
Health Service	-.01	-.40	-.70	+1.07	-.29
Placement	-.75	-.10	-.50	-.24	-.47
Intercollegiate Athletics	-.32	-.42	-.52	-.07	-.69
Intramurals	-.76	-.06	-.15	-.17	-.83

* Difference in average ratings is the average rating at the new college minus the average rating at Harper where the average rating is:

1 = excellent
2 = very good
3 = average
4 = borderline effectiveness
5 = poor or ineffective

A +.10 or greater difference means Harper is perceived better in that area.

A +.09 to -.09 difference means Harper is perceived as about the same in that area as the new college

A -.10 or more negative difference means the new college is perceived better in that area.

Courses by Rank Order of Their Net Benefit to the Alumni

Courses	1975-76 Stopouts N	1975-76 Stopouts A/B*	All 1969 Alumni A/B *	All 1970 Alumni A/B *	All 1974 Alumni N	All 1974 Alumni A/B*	All 1975 Alumni N	All 1975 Alumni A/B*
Fashion Design	--	--	--	--	3	∞	4	∞
Nursing	1	0	7.00	18.00	26	7.67	40	19.00
Management	15	2.75	--	∞	35	6.00	34	16.00
Clerical	1	0	--	--	15	6.50	20	5.67
Secretarial Sci.	3	2.00	5.80	∞	25	24.00	17	4.67
Education	5	4.00	4.50	∞	22	3.40	17	4.67
Accounting	17	7.50	--	3.14	61	2.81	49	4.44
Psychology	22	4.50	5.80	5.75	120	3.44	112	4.33
Speech	21	6.00	5.25	8.50	73	7.11	77	3.81
Journalism	2	0	--	2.00	18	2.00	17	3.25
English	24	2.43	7.25	2.69	134	2.53	127	2.97
Human Potential Seminars	4	1.00	--	--	5	4.00	15	2.75
Mechanical Engr. Technology	2	1.00	∞	∞	16	4.33	11	2.67
Dental Hygiene	1	0	--	∞	16	7.00	11	2.67
Biology	11	.83	.61	1.33	76	1.38	49	2.27
Architecture	3	.50	∞	4.00	14	6.00	13	2.25
Child Development	6	1.00	--	--	34	2.78	26	2.25
Economics	8	3.00	--	--	51	2.00	46	2.07
Marketing	8	7.00	--	3.00	24	5.00	21	2.00
Mathematics	22	4.50	1.29	2.73	91	2.96	78	1.89
Criminal Justice	4	0	--	0	13	5.50	14	1.80
Engineering	1	0	--	--	13	5.50	11	1.75
Legal Technology	6	5.00	--	--	7	6.00	8	1.67
Refrigeration & Air Conditioning	1	0	--	--	4	3.00	8	1.67
Career Planning and Development	2	1.00	--	--	7	.75	8	1.67
Food Service Management	2	1.00	--	--	5	1.50	10	1.50
Data Processing	13	1.60	5.00	2.67	41	2.42	33	1.36
Art	10	1.50	2.20	1.43	43	1.26	37	1.31

(cont'd)

Courses by Rank Order of Their
Net Benefit to the Alumni (cont'd)

Courses	1975-76 Stopouts N	1975-76 Stopouts A/B*	All 1969 Alumni A/B*	All 1970 Alumni A/B*	All 1974 Alumni N	All 1974 Alumni A/B*	All 1975 Alumni N	All 1975 Alumni A/B*
Medical Lab Technician	0	1.00	--	--	8	3.00	9	1.25
Material Management	3	2.00	--	--	5	4.00	8	1.00
Physical Sciences	2	1.00	.14	1.27	25	1.50	24	1.00
Electronics	2	1.00	∞	∞	14	2.50	9	.80
Interior Design	3	2.00	--	--	11	2.67	7	.75
Operating Room Technician	1	0	--	--	3	.50	5	.67
Foreign Languages	1	0	--	--	33	1.36	26	.63
Anthropology and Geography	6	.20	--	--	36	2.00	37	.61
Political Science	2	1.00	1.50	.92	34	1.43	24	.60
Philosophy and Humanities	9	2.00	1.88	1.16	78	1.17	77	.60
Music	6	.50	--	--	24	1.18	32	.45
History	8	.33	.58	.50	61	.56	42	.40
Dietetic Tech.	1	0	--	--	2	0	4	.33
Fire Science	1	0	--	--	4	1.00	4	.33
Banking	3	2.00	--	--	2	1.00	4	.33
Physical Edu.	5	1.50	.42	.69	22	.83	16	.23
Real Estate	4	3.00	--	--	7	.40	6	.20
Park and Grounds Management	1	0	--	--	1	0	3	0
Sociology	-	--	6.30	3.91	5	.67	-	-
General Business	-	--	23.00	∞	0	--	-	-
Total	274	1.77	2.24	2.40	1367	2.24	1250	1.78

∞ -- Infinitive

* -- A/B ratio of those who nominated the courses as the most beneficial divided by those who nominated the courses as least beneficial.

Six-Year Comparisons of Ratings of Courses

Courses	1975-1976 Stopouts First Year N	First Year A/B	6 Years Later N	6 Years Later A/B	Dif. in ratios	1975 Alumni First Year N	First Year A/B	6 Years Later N	6 Years Later A/B	Dif. in ratios
Interior & Fashion Design	3	.31	3	2.00	+1.69	40	4.00	11	1.75	-2.25
Sec. Science & Clerical	16	.92	4	1.00	+ .08	35	4.00	37	10.17	+6.17
Nursing	3	1.23	1	0	-1.23	60	30.00	40	19.00	-11.00
Speech	29	1.07	21	6.00	+4.93	154	2.95	77	3.81	+ .86
Dental Hygiene	0	--	1	0	--	29	6.25	11	2.67	-3.58
General Business	96	.83	58	3.83	+3.00	136	3.53	168	2.73	- .80
Architecture & Arch. Tech.	2	.92	3	.50	- .42	21	2.50	13	2.25	- .25
Criminal Justice	3	1.08	4	0	-1.08	17	4.67	14	1.80	-2.87
Engineering & Tech.	21	.73	5	.25	- .53	25	.92	34	1.62	+ .70
Psychology and Soc.	89	.95	28	3.00	+2.05	483	2.77	135	3.82	+1.05
Education & Phys. Education	21	.99	10	2.33	+1.34	65	4.00	33	1.06	-2.94
Math	43	.83	22	4.50	+3.67	202	1.93	78	1.89	- .04
Child Development	12	.69	6	1.00	+ .31	63	3.20	26	2.25	- .95
English	53	.85	24	2.43	+1.58	292	1.58	127	2.97	+1.39
Electronics	4	.92	2	1.00	+ .08	12	1.00	9	.80	- .20
DPR	20	.53	13	1.60	+1.07	62	1.00	33	1.36	+ .36
Journalism	2	1.39	2	0	-1.39	25	2.57	17	3.25	+ .68
Physical Science	32	.89	2	1.00	+ .11	71	1.84	24	1.00	- .84
Biology	41	1.01	11	.83	- .18	173	2.60	49	2.27	- .33
Art and Music	23	.90	16	1.00	+ .10	96	1.59	69	.82	- .77
Philosophy & Humanities & Lit.	50	.78	9	2.00	+1.22	230	1.04	77	.60	- .44
History & Political Science & Anthro. and Geography	42	.77	16	.33	- .44	162	1.05	103	.51	- .54
Legal Tech	5	1.11	6	5.00	+3.89	--	--	8	1.67	--
Food Service	4	.92	2	1.00	+ .08	9	4.50	10	1.50	-3.00
Parks and Grounds	3	.77	1	0	- .77			3	0	
Foreign Language	12	.58	1	0	- .58			26	.63	
Misc. Health	2	.46	3	0	- .46			18	.80	
Total	631	.86	274	1.77	+ .91	2466	2.09	1250	1.78	- .31

Courses not taken at Harper which would have been of benefit now

Courses	1975 to 1976 Stopouts N	1975 Transfer Alumni N	1975 Career Alumni N	All Groups N
Business	5	15	20	40
Nursing and Clinical Experience	1	0	12	13
Career Planning	0	8	1	9
Communication Skills	0	5	3	8
Data Processing	1	3	3	7
Engineering	1	4	0	5
Human Relation Skills	2	0	2	4
Biology	0	1	3	4
Journalism	0	3	1	4
Foreign Language - Sign Language	1	1	2	4
Interior Design	1	0	2	3
Commercial Art	1	1	1	3
Math	0	1	2	3
Woman's Course	0	1	1	3
Psychology	0	1	2	3
Legal Tech	1	0	1	2
Chemistry	0	0	2	2
Child Development	0	1	1	2
Tourism and Hotel Adm.	0	0	2	2
Physical Education	0	1	1	2
Criminal Justice	0	0	2	2
Architecture	0	2	0	2
Music	0	2	0	2
Audio Visual Production	0	0	1	1
Acting	0	0	1	1
Family Planning	0	0	1	1
Consumer Education	0	0	1	1
Auto Mechanics	0	0	1	1
Photography	0	0	1	1
Solar Energy	0	0	1	1
Fashion Design	0	0	1	1
Education	0	1	0	1
Research Methods	0	1	0	1
None	4	0	0	0

Experiences at Harper which have proved to be most helpful

Experience	1975 to 1976 Stopouts	1975 Transfer Alumni	1975 Career Alumni	All Groups
Classroom Experiences	6	24	17	47
Interaction with People	9	16	13	38
Clinical and Internship Work Experiences	1	1	29	31
Helpfulness and Quality of Faculty	7	16	7	30
Developing Self Discipline	5	14	3	22
Giving Speeches	6	6	3	15
Writing	4	8	2	14
Broad Knowledge	1	4	5	10
Prepared me to Transfer	3	5	0	8
Working with Counselors	0	3	1	4
Technical Knowledge	2	0	1	3
Attainment of License or Certificate or Degree	0	1	2	3
Using Computers	2	0	1	3
Gave me Incentive to Expand my Education	1	2	0	3
Feeling of Accomplishment	0	1	1	2
Helpfulness of Administration	1	1	0	2
Opportunity to Save Money for Further Education	0	2	0	2
Reading	0	2	0	2
Gave me Self Confidence	0	1	0	1
Tutoring	0	1	0	1
A Feeling of Belonging	1	0	0	1
Acquiring Career Skills	0	0	1	1

Ways in which Harper can be of help to former students

	1974 Alumni	1975 Alumni	1975-1976 Stop-outs
	N	N	N
Put alumni on the course schedule mailing list	100	80	25
Provide access to the Learning Resource Center services	90	75	12
Put alumni on the cultural arts events mailing list	112	72	32
Have special package rates for use of Building M	90	68	18
Would like to see newsletter developed for alumni	69	55	13
Would like to take specific courses or seminars	65	34	16
Be on mailing list for athletic events	28	19	9
Offer more courses toward bachelor's or master's degree	4	14	3
Offer more health specialty courses	1	9	
Offer placement services for jobs and colleges	1	7	
Provide access to art facilities	1	3	
Provide access to architecture classrooms and plotter	1	2	
Provide access to machine shop facilities	1	2	
Provide lists of fashion shows		1	
More early morning offerings		1	
Provide nursing newsletter on latest development in field		1	
Nursing Lab		1	
Improve articulation of transfer program		1	
Provide access to computers on campus or dial access	3	1	2
Schedule more cultural events	1	1	
Provide access to musical instruments and facilities	1	1	
Offer more bus service to Harper		1	
Access to former student survey results		1	
Free transcripts		1	
Access to Veterans Office		1	
Improve Counseling		1	
Provide access to fashion design dummies	2		
Provide continuing education courses for nurses	2		
Provide access to dental hygiene facilities	1		
Offer continuing education programs on architecture	1		
Offer four-year nursing program	1		
Provide access to photography labs	1		
Provide access to television studio	1		
Provide access to observe in classes	1		
More evening and weekend offerings	1		
Provide access to food service area	1		
Be on general college happenings newsletter mailing list			1
More guidance or help for women in work force - evenings & weekends			1
Drop activity fee for part-time students			1
Offer credit for life experiences			1
Offer branch in Evanston			1
Provide access to tennis courts	1		

Ways in which former students could be of help to Harper

	All 1974 Alumni N	All 1975 Alumni N	1975-1976 Stop-outs N
Talk to students about their careers either on campus or at place of business of alumni	60	40	7
Serve as examples of career success for use by the college in advertising and promotion campaigns	52	40	5
Make a presentation in a class at Harper about their careers	39	26	4
Would like to join a Harper alumni club related specifically to their career field	25	24	2
Serve on advisory committees for academic programs or for institutional concerns	38	21	9
If Harper College were to initiate an alumni giving program, alumni would donate	25	18	5
Host students at their business for a day	17	15	2
Volunteer for tutoring or helping handicapped students on campus	10	11	3
Provide an internship or lab opportunity for current Harper students at their business	6	9	1
Provide contacts for employment opportunities for Harper graduates	8	8	0
Would like to join Harper's Athletic Booster's Club	2	3	0
Could help solicit funds from business and industry for educational foundation projects	1	3	1
Could provide contacts to provide short term professional employment opportunities for faculty in the summer or for an academic year leave of absence program	2	2	0
Could provide business or professional advertising for a Harper newsletter if it were developed	1	2	1
Would like to talk to prospective students about self development through college education	0	2	1
Provide contacts for Harper to secure equipment at no cost or reduced cost	4	1	1
Would like to teach a course at Harper	0	1	1
General Volunteer work		1	
Could help with referendum contacts	1	0	0

Courses not taken at Harper by 1975-1976 Stopouts
which would have been beneficial at present

I wish I would have taken a foreign language.

I feel more business related courses would benefit myself and other business students moreso than required courses like Sciences and English.

Insurance courses

Interior Design for non-majors - open admission needed.

Classes tha. help an individual deal with other people.

Cost Accountin'

Merchandising, Furniture History, and Marketing

None, I wanted Ha'per to prepare me for entering a 4-year college and it did very nicely.

The realistic job possibilities for which I was trained are not out there at a living wage. Women who have been out of the work force 15 years are at a re'' disadvantage.

Public Health Nursing

Of course, but I had to stop somewhere.

I found the selection of courses adequate for my needs.

Any engineering courses.

Advanced training on entry-level data processing.

Accounting, Audit

Legal research in greater depth.

Commercial art classes and advertising art classes.

Labor relations

Courses not taken at Harper by 1975 Career Alumni
which would have been beneficial at present

More clinical experience would have made nursing much easier first on the job - 3

Management - 3

Experience in surgery - 2

Math - 2

Microbiology - 2

Chemistry Inorganic - 2

More drafting and space planning

Audio visual production

Acting

A course on management for the supervision position.

Office management

Being able to identify common surgical implements would have helped in nursing.

Workshops on how to deal with corporate politics.

Management and Marketing

1975 Career Alumni (continued)

More required courses on communication skills

Microbiology, child development, and family planning

Managerial skills, career planning, business skills, english, and marketing.

Magazine publishing, psychology of supervising others, marketing and management introductions.

Supermarket management courses

Management, effective assertiveness training

Hospitality industry, personnel management, situational management, introduction to tourism, business forecasting and projecting.

More people management and human resources.

Management/administrative and extended clinical experience in nursing.

Finance and marketing courses

When I attended Harper, the MOA courses were new and we weren't allowed to actually draw blood. That I had to learn on the job.

Accounting

A management class in the child care education program.

Physical Education

Business Writing

Sign language interpreter training program

More up-to-date computer courses. Punched cards have been out for years.

Internal affairs investigations.

Consumer education

Medical Legal problems

Automotive mechanics

Internship program of some sort for criminal justice

Computers

More community health and psychology included in nursing program

More leadership and women's courses

Hotel administration

Basic accounting, basic data processing, economics, foreign language

More advertising related courses

More floor time for R.N.'s.

Learning how to start IV's and further instruction in interpreting EKG's.

Physical assessment should be offered as part of the nursing curriculum.

More psychology courses.

In Interior Design program, there should be more commercial or contract information, also electrical and lighting information, and architectural drafting.

More photography, art and design

Management, accounting, more psychology

More solar heating classes in the heating courses.

More on fabric contents.

Courses not taken at Harper by 1975 Transfer Alumni which would have been beneficial at present

Supervision and/or Management

A course to determine career goals.

More writing courses as a requirement.

Computers

Engineering, fluid power, electronics

Probably, as I understand your programs have all expanded since I graduated.

A practice oriented business seminar to prepare one for different business settings.

Technical writing course for writing scientific reports and articles.

At the time I was attending Harper, my career goals had not been established.

Feminist or woman studies courses.

There ought to be a class where one may face the realities of life after school including how to find a job with an English major.

Your present course selection has very much improved for Continuing Ed.

More Spanish courses and Latin American History

Physical Education, Career Prep, Resume writing, interviewing procedures.

Some sort of radio - TV course or a telecommunications course.

Courses in major areas seem too general to know what your getting into before you're into it -- business writing.

No, just better instruction in the one's I had.

Education courses

A 1-year course in detail on film, covering as many careers as possible.

Computer programming and career opportunities.

Economics, Mechanical Drafting, Architecture, and Journalism

Jazz Piano

Career planning and development management

Research methods and operation research

Surveying and drafting

Industrial Tech courses - graphic arts especially

More math

A course that prepares students for the realities of the real world versus the world of the college student learned through books.

After I got out of Harper, it took me 6 months to find a job. No one would hire me because I had no experience.

Insurance

1975 Transfer Alumni (continued)

More child development courses

Economics

Architecture courses

Clerical - typing and shorthand

Psychology and personnel management

Administration courses

Money management and time management

Basic business courses

Musicology and gallery management

Journalism and management

Intro to Data Processing, Sales courses, Public Speaking, and Finance

More specific courses in Marketing areas. Present courses too general

Botany

Management

The child development classes would not transfer therefore, I did not take them.

1975 Career Alumni experiences which have been the most Helpful

Classroom and clinical experience - 4

Interaction between people, students, and teachers - 3

In the hospital training - 3

The work experience gained through the Journalism program. The internship was the best - 2

Clinical portion of the Dental Hygiene curriculum - 2

The working experience both in the hospital lab and in my technical sales position - 2

Practical internship in child care - 2

The faculty was always helpful therefore, I know the material taught and don't need to study a great deal. "I have learned the ABC's".

Actual technical knowledge - leading to the attainment of RN license.

I still have many close friends that I met at Harper. I enjoyed my time while I was there.

Clinical experience and anatomy/physiology

The clinical experience we had at the area hospitals during our Clinical Practicum class for ORT. It helped to give me a firm foundation for my career as an ORT.

Student contact

Internship

Developing discipline

Psychology

Knowledge and being able to associate with people.

All of them, instructors were very instrumental in bringing the real world into the classroom.

In the nursing program, it was helpful to utilize the different hospitals rather than only one. It has helped me to be more flexible and adaptable.

A conversation with a classmate about how his Dad was laid off and couldn't get a job because he didn't have a four-year degree. Shortly after, I went back for my 4-year degree.

Using the computers.

All the courses I took.

The personal interviews we had to do outside of class gave me more confidence in dealing with people on a professional level.

Work with counselor during career decision dilemma.

The design and pattern making courses

My legal background

Interacting and communicating with others

Learning how to budget my time between classes, studying and working.

The MLT program

Being able to work in a hospital lab before graduation.

Acquiring a trade

The Voice journalism project, internship study, all journalism courses.

Nursing courses

Food Service instructors

Having to give speeches in speech class

Practical training- nursing

Theory, communications development

Continuing Ed classes have been useful to me in nursing

Working for the degree - fulfillment and an accomplishment

More lab and clinic classes

The child development courses

My student teaching gave me the most help and many new ideas

My experience at Downing for my psychiatric clinical experience.

Socially - choir and working on the Harbinger
Intellectually - human anatomy and anthropology

Good educational foundation and instructors.

Learning atmosphere in classrooms

College in general adds to maturity.

1975 Career Alumni experiences (continued)

Nursing instructors

Speech class and logic.

The NSA and CPS tests for secretaries and on-the-job training was also of great benefit.

Joining a group of students who met together called "Seekers."

Math, Science, Drafting, and RAC and being a student aid in class. Being a student aid led to a good job at the college in the power plant.

Being exposed to a great faculty at Harper.

Going to another school.

Probably the people I was in class with - you keep meeting them in the area hospitals - working there also makes it more harmonious.

On-the-job experiences.

The contacts I made with the students and the teachers carried through to my job.

The writing courses at Harper.

Psychological aspects of nursing program.

Class feedback and discussions.

On-site labs.

Being taught Dental Hygiene by hygienists who have practiced Dental Hygiene rather than educators.

1975-1976 Stopout Experiences at Harper
which have been the most helpful

Speech Class - 4

Association with the other students - 3

Helped me prepare for continuing my studies at a university - 2

Knowledge of chosen field learned during class - 2

Experience with people I met at Harper - 2

The discipline and maturity I gained while playing football for coach John Eliasik.

Taking Speech 101 immensely - able to project my thoughts verbally.

Learning to study

My excellent Accounting teacher.

I realized after English course with Mrs. Swenson that my abilities were there, but not used.

Human Potential Seminar and the Math Anxiety Seminar - I also gained a great deal from the Biology class - Man and the Environment. I think it should be a required course.

It was very pleasant and it gave me the incentive to want to return to finish my education.

Harper provides courses that are as challenging as those offered at W.I.U. or Roosevelt. The background and study habits developed at Harper have provided a good basis for 4-year institutions.

1975-1976 Stopout Experiences (continued)

English 101 with Karen Keres

Computer courses

The friendliness and helpfulness of faculty members to help with career goals.

The ATE classes which coordinated all aspects of the profession.

I was immature after leaving high school and Harper acted as a good "buffer zone" between high school and a four-year school. Gave me a taste of college life and allowed me to grow up.

Conversation in the career planning office.

Harper was like home to me. There was a feeling of warmth. It gave me a good foundation.

Basically, it was having to train yourself to learn. Not having anyone else set your goals for you and then tell you how to achieve them.

Contacts, I went to work selling investment Real Estate for one of the teachers.

French class and Mdme. Sanderson - it was a humbling, motivating, and exhilarating experience.

Instructor's enthusiasm about their courses and their student's progress.

The availability of computer time for experimentation provided by Harper permitted me to develop a problem solving approach which has proved most useful.

Professor W. Davis in Real Estate - I wished you had teachers in Accounting with a professional attitude as he did.

My experience out of the classroom.

Professional and job related experiences related to students by instructors.

Being able to improve myself has enabled my helping my children in homework in the lower grade levels.

Ability to take good notes in class.

Learning to communicate with others.

1975 Transfer Alumni Experiences at Harper
which have been the Most Helpful

A speech class helped me quite a bit - 2

Budgeting my time between classes and work - 2

Making the transition from high school to college. Harper offered a buffer period.

The excellent critiques in my Art class.

The atmosphere of Harper when I attended was stimulating and encouraged independance. I found the teachers exceptionally inspiring.

Interaction with students older than me.

ALS Solar Energy

Drafting courses

Maturity in learning how to study independently without outside pressure.

Having a degree

Working on the school paper and meeting other people.

1975 Transfer Alumni Experiences (continued)

Counseling Department - Transfer help

The ability to make the most of the time alloted, an overall maturity process and the friendships made from other students, and athletic participation in college sports.

After not attending school for over 25 years, exposure to the classroom proved most beneficial.

Basic awareness of social injustice.

Reading development class

Excellent Math tutoring

The administrators, staff and faculty that I have met as a student and employee of Harper have taught me a great deal about educational institutions.

Relationships of teachers and fellow students.

Classes were excellent, but socially it was not a diverse or interesting experience.

Spanish, Biology, Sociology

Spanish language

John Muchmore's speech class

Classes like literature, humanities, and anthropology which gave me a wider perspective of the world and improved my communication skills and Dr. Aneson's Social Implications of Biology class which did the same.

Probably the more personal approach to classroom instruction.

Classroom experience

Study habits, time organization, and goals.

The friendships I have retained with teachers that have helped me in my pursuit in a writing career.

Adult atmostphere - maturation process

Study habits and the responsibilities of holding down a job and going to school

The confidence instilled in me by my instructors in my field.

Coursework

History and English

The opportunity Harper gave me to prove myself. I never graduated high school, now I'm going for my PhD.

Physics with Prof. Siedband - an effective teacher

Psychological counseling

Went on an observation to Kirk Center in Palatine - at that point, chose to go into special education and am presently teaching Special Ed.

My experience in Math (not all instructors) and my experience with the radio station WHCM

Communication skills

Classes in which participation (verbal) was encouraged - almost required of everyone even if they did not offer answers or opinions.

English and Speech

Mr. Lucas who taught English and Life Experience.

The nursing instructors Mrs. Smith and Mrs. Jacobson etc., for 1974.

The instructors were very helpful.

The ability to save some money for the second two years of college while attending Harper for the first two years.

Course curriculum

Math

The experiences that bring about maturity and awareness of the people and world around us - other people, reading, class discussions, and writing about feelings.

Ability to decide own course load and selection

It was a good transition between high school and a university. Living at home enabled me to save money..

Good music instructors

I like the environment and surrounding atmosphere. I thought the Child Development program was very good.

The interest my teachers had in me, the individual attention. The quality of instruction I had was equal to the instruction I received at better known institutions.

The availability of the faculty and counseling staff to meet and discuss problems or career goals.

The relaxed atmostphere at Harper, teachers and interaction with them.

I made lasting friendships with other women and every class helped me adjust and thrive in U.S. society.

The friendships I gained.

Human relations

Meeting my wife who I met at Harper.

Disciplining my time and having time to mature.

Being a member of Student Senate helped prepare me - or gave me a preview of corporate ways.

Clubs - meeting people - I have many close friends that I attended with at Harper -- also my husband and I met at Harper.

Harper is a good community college near my house that I was able to attend after high school and make up my mind which university I wanted to go to.

Being in the music program because it was well run and I had to work very hard. It better prepared me for the hard work at U of I. Also, students were closer and friendlier in the music department. English 101 and 102 taught by Ms. Keres, had to work hard, get involved, and think.

Working with Harper's guitar teacher Mike Adamczyk. You're very lucky to have him on staff.

LRC personal instruction.

Composition courses, balancing work and school, academic and personal discipline demanded by various courses and/or professors/instructors, various lectures.

Maturing, helpful teaching

Being able to work and save money

It gave me good preparation for transferring to a 4-year institution. Its general education courses are good.

Excellent biological science courses

Specific services desired in the
LRC by 1975-1976 Stopouts

Didn't Specify - 9

Library - 2

Updated equipment in data processing

Specific services desired in the
LRC by 1975 Transfer Alumni

Didn't Specify - 30

Access to chem labs and chem teachers with present job related project and library accessability.

Book check out with weekend hours.

Have library open on the weekends.

Job and career information especially about corporations in the area.

Friendly reference librarians

Ability to check out books, etc.

Current placement files

Business magazines and periodicals

Library, films, tapes

Specific services desired in the
LRC by 1975 Career Alumni

Didn't specify - 22

Library - 2

Audio visual

Tapes on new nursing techniques and development mailing list on these

Office management

Periodicals

Loan service from Northern's library

Library and AV

Reading improvement, training on calculators and office machines

Language lab tapes

Specific programs and facilities desired in Building M by 1975-1976 Stopouts

Didn't Specify - 9

Racquetball courts - 2

Weight room and dance program

Basketball court

Track, pool

Pool and swimming instruction for adults over 40

Gymnastics

Pool, weight room

Tennis courts

Specific programs and facilities desired in Building M by 1975 Transfer Alumni

Didn't specify - 23

Pool - 4

Pool, racquetball, weight room - 2

Racquetball, swimming, weights, and intramurals

All

Indoor jogging track

Swimming

Racquetball

Racquetball, tennis, and basketball

Pool, gym, running track

Pool, gymnastics equipment

Weight room and tennis courts

Weight lifting

Specific programs and facilities desired in Building M by 1975 Career Alumni

Didn't specify - 22

Pool - 3

Aerobic Classes

Racquetball

Weight lifting or physical conditioning equipment

Specific courses and seminars desired
by 1975-1976 Stopouts

Business related - 2

Didn't specify - 2

Commercial art - graphic design

Nursing seminars

Spanish

Seminars related to education (Special Ed and Elementary Education)

DPR Courses

Art

One day or weekend seminars from professionals in interior design on a specific topic.

Screen night instructors better. Some are poor instructors.

Pottery

Capsule courses on proprietary software taught by vendors or users.

Real estate or data entry

Seminars by professionals in the field of commercial art, graphic design or advertising art.

Specific courses and seminars desired
by 1975 Transfer Alumni

Didn't specify - 6

Education - 2

Guest lectures - small business seminars, reinstate super market management courses.

Advertising/Marketing, Art History

Artist or lectures

Activist or political seminars

Photography

Writer's workshop

Quality control

Blue print reading with emphasis toward estimating in the construction field.

Management, business, women in careers.

Job searching

Refresher courses

Business courses

Music

Specific courses and seminars desired
by 1975 Career Alumni

Program from NIU toward B.S. degree - 3

Didn't specify - 3

Nursing refresher courses - 3

Sign language

Nursing courses to earn Continuing Ed credits

Anything in medical field - Nursing, psychology, alcoholism

Business/Interior Design

Relating to nursing or human potential

Assertiveness and Business Administration

More Continuing Ed courses in Dental Hygiene such as those offered for nurses

Subjects pertaining to my field - toward bachelor degree

Activities pertaining to early childhood education

Develop interpreter training program and more sign language workshops expand HIP program

Plant engineering seminars

Advanced and current data processing - both technical and management

Equipment 1975-1976 Stopouts and 1975 Alumni could purchase for Harper at low or no cost

1- Food service equipment, furniture, tables, chairs, and other seatings

2- Mini-computer equipment

Employment opportunities 1975 Alumni could provide for Harper grads

1- Sales

2- RN, LPN. Nurses Aides - 2

3- Not specified - 2

4- Dental Hygiene in Denver

5- Data Processing

Projects favored for support if an Alumni Giving Program were established

1975-1976 Stopouts

Physical Education - 2

Science Department - Geology

Science Laboratories .

Returning Older Students (Scholarships)

1975 Career Alumni

Biology and Chemistry

Athletics

Business

Executive Secretarial Field

Nursing

Journalism Department

Training Program for Police

Fire, Paramedics in Sign Language

1976 Transfer Alumni

Library Resources - 2

Scholarships for Needy Students

Professional History Journals for Library

Community Sporting Events

GENERAL COMMENTS

Counselors never want to give you any time. It's like you are bothering them. You're making them earn their living.

I have tried to answer your questionnaire, but you have not asked many specific questions about Dental Hygiene. While I was a student, I tried many times to convey to the administration the many problems I was encountering. No one could help. The problems were so great that in hindsight I should have seen a lawyer. I am very fond of my field, but the teachers in Dental Hygiene are horrible. Someone at Harper should have some authority over the directors in Dental Hygiene. No one does. My suggestion would be to encourage students currently enrolled to express their complaints to people outside the Dental Hygiene department, and to help support the student. I am not alone in my total dislike for the teachers in Dental Hygiene.

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH
August 31, 1981

Dear Former Student:

We are following a sample of former students of Harper. We would like to know what you are now doing and your evaluation of Harper. In order for Harper to properly evaluate itself and become a quality institution, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to this questionnaire. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

John A. Lucas

John A. Lucas
Director

Enclosure

HARPER COLLEGE FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

Give a permanent address where you can always be reached.

_____

_____

Read the following items carefully and for each mark a check (✓) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

I. Please check (✓) major field while at Harper.

_____ 1. Accounting
_____ 2. Architecture
_____ 3. Architectural Technology
_____ 4. Art
_____ 5. Baking
_____ 6. Banking
_____ 7. Biological Science
_____ 8. Business
_____ 9. Child Care
_____ 10. Clerical
_____ 11. Cooking
_____ 12. Communications
_____ 13. Criminal Justice
_____ 14. Data Processing
_____ 15. Dental Hygiene
_____ 16. Dietetic Technician
_____ 17. Education
_____ 18. Electronics
_____ 19. Engineering
_____ 20. Fashion Design
_____ 21. Fire Science
_____ 22. Food Service Management
_____ 23. Heating Service
_____ 24. Humanities & Liberal Arts
_____ 25. Industrial & Retail Security
_____ 26. Interior Design
_____ 27. Journalism
_____ 28. Legal Technology
_____ 29. Legal Secretary
_____ 30. Market Mid-Management
_____ 31. Material Management
_____ 32. Mathematics
_____ 33. Mechanical Drafting
_____ 34. Mechanical Engineering
_____ 35. Medical Laboratory Technician
_____ 36. Medical Office Assistant
_____ 37. Municipal & Government Mgmt.
_____ 38. Music
_____ 39. Numerical Control
_____ 40. Nursing
_____ 41. Operating Room Technician
_____ 42. Park & Grounds Operation Mgmt.
_____ 43. Physical Education
_____ 44. Physical Science
_____ 45. Pre-Law
_____ 46. Pre-Medical
_____ 47. Psychology
_____ 48. Other Social Science
_____ 49. Real Estate
_____ 50. Refrigeration & Air Conditioning
_____ 51. Secretarial Science
_____ 52. Supervisory and Administrative Management
_____ 53. Other (specify)_____

II. What is your present status?

_____ 1. I am employed full-time but am not enrolled in college.
_____ 2. I am employed full-time and am enrolled in college part-time.
_____ 3. I am employed full-time and am enrolled in college full-time.
_____ 4. I am enrolled in college full-time and am employed part-time.
_____ 5. I am enrolled in college full-time but am not employed.
_____ 6. I am enrolled in college part-time and employed part-time.
_____ 7. I am employed part-time but am not enrolled in college.
_____ 8. I am enrolled in college part-time but am not employed.
_____ 9. I am in the Armed Forces.
_____ 10. I am unemployed and not enrolled in college but am seeking employment.
_____ 11. I am a housewife not employed nor enrolled in college.
_____ 12. I am not employed nor enrolled in college for some other reasons such as illness or in transition, etc.

III. What are your present educational goals? Check (✓) one.

_____ 1. I am presently enrolled full-time in a college or university.
_____ 2. I am presently enrolled part-time in a college or university.
_____ 3. I plan within the next year to return to college.
_____ 4. I plan to return to college someday.
_____ 5. I am presently enrolled in a specific training program.
_____ 6. I have completed my educational goals.
_____ 7. My educational plans are unknown at this point.

IV. Which of the following situations have changed for you from the first few months after leaving Harper to the present? Check (✓) the appropriate column for each item.

	Has changed	Has remained the same
A. Employment firm or organization. (Leave blank if you have never been employed.)	_____	_____
B. Employment field (engineering, education, etc.) (Leave blank if you have never been employed.)	_____	_____
C. Military status (Leave blank if you have not been in military.)	_____	_____
D. College or university enrolled in. (Leave blank if you have not attended college since leaving Harper.)	_____	_____
E. Major field in college (such as Psychology, Chemistry, etc.) (Leave blank if you have not attended college since leaving Harper.)	_____	_____
F. Unemployment status (Leave blank if you have not been unemployed.)	_____	_____

V. How far have you continued your education since leaving Harper? Check (✓) one.

_____ 1. I have taken no college courses since leaving Harper.
_____ 2. I have taken some college courses but do not have a bachelor's degree.
_____ 3. I have achieved a bachelor's degree.
_____ 4. I have achieved a bachelor's degree plus some graduate courses.
_____ 5. I have achieved a masters degree.
_____ 6. I have achieved professional degree.
_____ 7. I have achieved the doctorate.

VI. Did you graduate from Harper? Check (✔) one.

_____ 1. Yes, with AA degree.
_____ 2. Yes, with AS degree.
_____ 3. Yes, with AAS degree
_____ 4. Yes, with certificate.
_____ 5. No

Employment Item

If you are employed, please answer the following seven questions, otherwise skip to item XIV.

VII. How would you classify your present occupation?

_____ 1. Social or religious
_____ 2. Educational
_____ 3. Legal, governmental or political
_____ 4. Sales
_____ 5. Business or finance
_____ 6. Scientific
_____ 7. Engineering or related technology
_____ 8. Medical fields
_____ 9. Arts or humanities
_____ 10. Trades
_____ 11. Factory semi-skilled
_____ 12. Office or clerical
_____ 13. Other (specify) _____

VIII. Which of the following items best describes your employment status?

_____ 1. Unskilled labor
_____ 2. Semi-skilled labor
_____ 3. Technician, skilled labor or foreman
_____ 4. Beginning professional
_____ 5. Experienced professional or second line supervision
_____ 6. Creative scientist or researcher or upper middle management
_____ 7. Vice-president level or higher

IX. How related is your present job to your major field and what you prepared for at Harper?

_____ 1. They are identical.
_____ 2. They are closely related.
_____ 3. They are somewhat related.
_____ 4. They are not related.

X. In what Geographic area do you work?

_____ 1. Downtown Chicago
_____ 2. Outer fringes of Chicago city limits
_____ 3. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Mt. Prospect, Prospect Heights, Wheeling, Buffalo Grove, Elk Grove)
_____ 4. Other Chicago area suburbs
_____ 5. Within 40 to 100 miles of Chicago
_____ 6. In Illinois more than 100 miles from Chicago
_____ 7. Outside of Illinois (specify) _____

XI. What is your annual salary range? (Answer only if employed full-time.)

_____ 1. Under $3,328 per year or under $1.60 per hour.
_____ 2. $3,328 - $4,159 per year or $1.60 - $1.99 per hour.
_____ 3. $4,160 - $4,999 per year or $2.00 - $2.39 per hour.
_____ 4. $5,000 - $6,999 per year or $2.40 - $3.36 per hour.
_____ 5. $7,000 - $8,999 per year or $3.37 - $4.32 per hour.
_____ 6. $9,000 - $9,999 per year or $4.33 - $4.80 per hour.
_____ 7. $10,000 - $11,999 per year or $4.81 - $5.76 per hour.
_____ 8. $12,000 - $14,999 per year or $5.77 - $7.20 per hour.
_____ 9. $15,000 - $19,999 per year or $7.21 - $9.61 per hour.
_____ 10. $20,000 - $24,999 per year or $9.62 - $12.02 per hour.
_____ 11. $25,000 - $29,999 per year or $12.03 - $14.42 per hour.
_____ 12. $30,000 - $34,999 per year or $14.43 - $16.83 per hour.
_____ 13. $35,000 - $39,999 per year or $16.84 - $19.23 per hour.
_____ 14. $40,000 - $49,999 per year or $19.24 - $24.03 per hour.
_____ 15. $50,000 - $59,999 per year or $24.04 - $28.84 per hour.
_____ 16. $60,000 - $69,999 per year or $28.85 - $33.65 per hour.
_____ 17. $70,000 per year and over or $33.66 per hour and over.

XII. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge	_____	_____	_____
Technical job	_____	_____	_____
Communication skills	_____	_____	_____
Managerial skills	_____	_____	_____
Maturity	_____	_____	_____
Other (specify)			
_____	_____	_____	_____
_____	_____	_____	_____

XIII. To what extent do you manage or supervise the work of other people? Check (✓) one.

_____ 1. I supervise or manage the work of over 20 people.
_____ 2. I supervise or manage the work of 11-20 people.
_____ 3. I supervise or manage the work of 5-10 people.
_____ 4. I supervise or manage the work of 1-4 people.
_____ 5. Occasionally I am a team leader or supervise some people.
_____ 6. I never supervise or manage the work of others.

Education Items

If you are presently enrolled or have ever been enrolled since leaving Harper in a college or university, please answer the following seven questions about your present college or the last college attended. Otherwise skip directly to item XXI.

XIV. Which college or university?

_____ 1. Northern Illinois
_____ 2. University of Illinois-Circle
_____ 3. University of Illinois - Champaign
_____ 4. Western Illinois
_____ 5. Southern Illinois
_____ 6. Harper
_____ 7. Illinois State
_____ 8. Loyola
_____ 9. Roosevelt
_____ 10. Northeastern Illinois
_____ 11. DePaul
_____ 12. Eastern
_____ 13. Other (specify) _____

XV. Which of the following best describe(s)(d) your status?

_____ 1. Freshman
_____ 2. Sophomore
_____ 3. Junior
_____ 4. Senior
_____ 5. Graduate School
_____ 6. Professional School
_____ 7. Other (specify) _____

XVI. What is (was) your major field?

_____ 1. Architecture
_____ 2. Biological and Health Science
_____ 3. Business
_____ 4. Education
_____ 5. Engineering
_____ 6. Home Economics
_____ 7. Humanities
_____ 8. Journalism
_____ 9. Law
_____ 10. Math or Physical Science
_____ 11. Social Science
_____ 12. English-Literature-Speech
_____ 13. Languages
_____ 14. Agriculture & Conservation
_____ 15. Other (specify) _____

XVII. How related is (was) your present major to your major at Harper?

_____ 1. They are identical.
_____ 2. They are closely related.
_____ 3. They are somewhat related.
_____ 4. They are not related.

XVIII. What portion of the courses which you took at Harper were you able to transfer? If you don't know for sure, make the best guess you can.

_____ 1. 0-20%
_____ 2. 20-40%
_____ 3. 40-60%
_____ 4. 60-80%
_____ 5. 80-90%
_____ 6. All but 2 or 3 courses
_____ 7. All but 1 course
_____ 8. Transferred all courses

XIX. What is your approximate cumulative grade point average on a 4.0 basis at this college? Check (✓) the closest GPA.

"A"

_____ 4.0 _____ 3.8 _____ 3.6 _____ 3.4 _____ 3.2

"B"

_____ 3.0 _____ 2.8 _____ 2.6 _____ 2.4 _____ 2.2

"C"

_____ 2.0 _____ 1.8 _____ 1.6 _____ 1.4 _____ 1.2

"D"

_____ 1.0 _____ Less than 1.0

XX. How much does it cost you or your family per year to attend this college? Include tuition, books, room and board, and personal expenses.

_____ 1. Less than $ 500
_____ 2. $ 500 - $1,000
_____ 3. $1,500 - $2,000
_____ 4. $2,000 - $2,500
_____ 5. $2,500 - $3,000
_____ 6. $3,000 - $4,000
_____ 7. $4,000 - $5,000
_____ 8. $5,000 - $6,000
_____ 9. $6,000 - $7,000
_____ 10. $7,000 - $8,000
_____ 11. Over $8,000

(over)

Evaluation Items

Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect. Rate Harper and the college you are now attending (if any) as follows:

1. Excellent
2. Very good
3. Average
4. Borderline effectiveness
5. Poor or ineffective
*

*Please mark (✓) if you have no basis for rating the aspect.

	Harper	College now attending or last college attended since leaving Harper (if any)	
XXI.	_____	_____	Teaching faculty
XXII.	_____	_____	Course selection
XXIII.	_____	_____	Admissions Program
XXIV.	_____	_____	Records and Registration
XXV.	_____	_____	Student Activities (lectures, concerts, clubs, social events, student government, student publications, game area)
XXVI.	_____	_____	Learning Resources Center (library and AV center)
XXVII.	_____	_____	Placement
XXVIII.	_____	_____	Financial Aids
XXIX.	_____	_____	Health Service
XXX.	_____	_____	Intercollegiate Athletics
XXXI.	_____	_____	Food Service
XXXII.	_____	_____	Intramurals
XXXIII.	_____	_____	Learning Atmosphere
XXXIV.	_____	_____	Veteran's Benefits
XXXV.	_____	_____	Other students

XXXVI. Which courses taken at Harper have been of <u>most benefit</u> to you on the job, in the college, or in the community? Check (✓) all those that apply.

_____ 1. Accounting
_____ 2. Anthropology & Geography
_____ 3. Architecture
_____ 4. Art
_____ 5. Banking
_____ 6. Biology
_____ 7. Career Planning & Development
_____ 8. Child Development
_____ 9. Clerical
_____ 10. Criminal Justice
_____ 11. Data Processing
_____ 12. Dental Hygiene
_____ 13. Dietetic Technician
_____ 14. Economics
_____ 15. Electronics
_____ 16. Education
_____ 17. English
_____ 18. Engineering
_____ 19. Fire Science
_____ 20. Food Service
_____ 21. Foreign Languages
_____ 22. History
_____ 23. Human Potential Seminar
_____ 24. Interior Design
_____ 25. Journalism
_____ 26. Legal Technology
_____ 27. Management
_____ 28. Marketing
_____ 29. Material Management
_____ 30. Math
_____ 31. Mechanical Engineering Tech and Drafting
_____ 32. Medical Lab Technician
_____ 33. Music
_____ 34. Nursing
_____ 35. Operating Room Technician
_____ 36. Park & Ground Management
_____ 37. Philosophy & Humanities
_____ 38. Physical Education
_____ 39. Physical Science
_____ 40. Political Science
_____ 41. Psychology
_____ 42. Real Estate
_____ 43. Refrigeration & Air Cond.
_____ 44. Secretarial Science
_____ 45. Speech

XXXVII. Which courses taken at Harper have been of <u>least benefit</u> to you on the job, in college, or in the community? Check (✓) all those that apply.

_____ 1. Accounting
_____ 2. Anthropology & Geography
_____ 3. Architecture
_____ 4. Art
_____ 5. Banking
_____ 6. Biology
_____ 7. Career Planning & Development
_____ 8. Child Development
_____ 9. Clerical
_____ 10. Criminal Justice
_____ 11. Data Processing
_____ 12. Dental Hygiene
_____ 13. Dietetic Technician
_____ 14. Economics
_____ 15. Electronics
_____ 16. Education
_____ 17. English
_____ 18. Engineering
_____ 19. Fire Science
_____ 20. Food Service
_____ 21. Foreign Languages
_____ 22. History
_____ 23. Human Potential Seminar
_____ 24. Interior Design
_____ 25. Journalism
_____ 26. Legal Technology
_____ 27. Management
_____ 28. Marketing
_____ 29. Material Management
_____ 30. Math
_____ 31. Mechanical Engineering Tech and Drafting
_____ 32. Medical Lab Technician
_____ 33. Music
_____ 34. Nursing
_____ 35. Operating Room Technician
_____ 36. Park & Ground Management
_____ 37. Philosophy & Humanities
_____ 38. Physical Education
_____ 39. Physical Science
_____ 40. Political Science
_____ 41. Psychology
_____ 42. Real Estate
_____ 43. Refrigeration & Air Cond.
_____ 44. Secretarial Science
_____ 45. Speech

XXXVIII. Are there courses which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community?

_____

_____

_____

XXXIX. Of all your experiences at Harper, both in and outside the classroom, which do you think has helped you most since leaving Harper?

_____

_____

_____

XL. Are there ways Harper can be of help to you and its other former students? If so, check (✓) the following programs which would help you.

_____ A. Access to the Learning Resource Center services. Indicate if you have specific services in mind. _____

_____

_____

_____ B. Special package rates for using the new physical education and athletic facility, building M. Mention any specific facilities in the building you would like to use.

_____

_____

_____ C. Access to using other facilities on campus. Describe any specific facilities you have in mind.

_____

_____

_____ D. Mailing list for athletic events.

_____ E. Mailing list for Cultural Arts events.

_____ F. Course schedule mailing list.

_____ G. Other mailing lists (specify)_____

_____ H. Would like to see newsletter developed for alumni.

_____ I. Would like to take specific courses or seminars at Harper. (Specify) _____

_____

_____ J. Other ways in which Harper could help me. (Specify) _____

_____

XLI. As you know, Harper College, and other education institutions, are facing severe financial constraints and will need considerable help to maintain educational quality. Since Harper was of value to you, perhaps you would be willing to help Harper in specific ways? If so, check (✓) the ways in which you would be able and willing to aid Harper College.

_____ A. Lend your name as a success story for use by the College in advertising and promotion campaigns.

_____ B. Serve on advisory committees for academic programs or for institutional concerns.

_____ C. Talk to students about your career either on campus or at your place of business.

_____ D. Host students at your business for a day.

_____ E. Provide an intership or lab opportunity for current Harper students at your business.

_____ F. Make a presentation in a class at Harper on your business or your career.

_____ G. Could you or your contracts provide short-term professional employment opportunities for faculty in a summer or an academic year leave of absence program.

_____ H. Volunteer for tutoring or helping handicapped students on campus.

_____ I. Would like to join a Harper alumni club related specifically to your career field.

_____ J. Would like to join Harper's athletic boosters club.

_____ k. Could provide contacts for Harper to secure equipment at no costs or at reduced cost. Describe type of equipment.

_____

_____

_____

_____ L. Could provide contacts for employment opportunities for Harper graudates. Specify type of employment opportunities available.

_____

_____

_____ M. Could provide business or professional advertising for a Harper newsletter if it were developed.

_____ N. Make referendum contacts if Harper college were to schedule another referendum.

_____ O. Help solicit funds from business and industry for the Harper College Educational Foundation for specific educational projects at Harper.

_____ P. If Harper College were to initiate an alumni giving program, would you personally make a donation toward this fund. If so, what specific educational project at Harper would you like to see supported by such a fund. (Specify) _____

_____

_____

_____ Q. Other ways in which you could aid Harper College. (Specify)

_____

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University of California
Los Angeles, California 90024

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